



**BOARD OF TRUSTEES
MEETING**

June 24, 2010

7:00 p.m.

Belmont Technical College

Board Room

**Belmont Technical College
District Board of Trustees Meeting**

June 24, 2010

7:00 p.m.

AGENDA

CALL TO ORDER Ms. Elizabeth Gates, Chair

ROLL CALL

PLEDGE OF ALLEGIANCE

INTRODUCTION OF VISITORS Ms. Elizabeth Gates, Chair

APPROVAL OF AGENDA Ms. Elizabeth Gates, Chair

APPROVAL OF MINUTES Ms. Elizabeth Gates, Chair

A

CONSENT AGENDA

B

Human Resource Items

B1

1. Ratification of Employment

Full-time Mathematics Faculty

2. Ratification of Employment

Human Resources Coordinator

3. Modification of Position

Executive Director of Information Systems

4. Authorization to Hire

Executive Director of Information Systems

5. Correction to Position Grade Level

Vice President of Administrative Affairs

Marge A. Hawthorne, Director of Human Resources

Administrative Items

B2

1. Approval of FY 2011 Budget

2. Salary Adjustments for FY 2011

3. One-time Merit Pay to Employees

4. Adjunct Faculty Rate Adjustment

John S. Koucoumaris, Vice President of Administrative Affairs

Board Items

B3

1. Ratification of Operating Policy:

A. Distance Education

2. Heritage Tree Nominations
Ms. Elizabeth Gates, Chair

PRESIDENT'S REPORT

Dr. Joseph E. Bukowski, President

MONITORING ACTIVITIES

C

Financial Report

May 2010 Financial Report

C1

John S. Koucoumaris, Vice President of Administrative Affairs

Foundation Financial Report

Three-Month Financial Report from BTC Foundation

C2

Ohio Financial Aid Audit

Final Audit Report

C3

Dr. Rebecca Kurtz, Vice President of Learning & Student Success

Civil Rights Review

Civil Rights Review Final Report

C4

Dr. Rebecca Kurtz, Vice President of Learning & Student Success

**Section IV: Ends Policies
Board Rule 400.0100.00**

Student Development

C5

Assessment Studies of English and Mathematics

Dr. Rebecca Kurtz, Vice President of Learning & Student Success

REPORTS AND PRESENTATIONS

Strategic Plan: Organization and Culture Unit Level Plan

Joyce Baker, Director of Library and Learning Common Services

Belinda Porter, Administrative Affairs and Policy Coordinator

Results of the Community College Survey of Student Engagement

Dr. Jane Evans, Dean of Institutional Research and Planning

UPCOMING EVENTS/MEETINGS

**COMMENTS FROM
THE CHAIR**

Ms. Elizabeth Gates, Chair

**COMMENTS FROM
COLLEGE COMMUNITY**

NEXT REGULAR MEETING

Next Meeting July 22, 2010

Belmont Technical College Board Room

* Workshop 5:00 p.m.

* Meeting 7:00 p.m.

EXECUTIVE SESSION

Human Resource Matters

ADJOURNMENT

TAB A

MINUTES

BELMONT TECHNICAL COLLEGE
BOARD OF TRUSTEES MEETING

Minutes of May 27, 2010

The regular meeting of the Belmont Technical College District Board of Trustees was held at 7:00 p.m. on May 27, 2010 at Belmont Technical College in the Boardroom.

Call to Order Elizabeth Gates, Chair, called the meeting to order at 7:05 p.m.

Roll Call

Marcia Bedway-----	Absent
Terry Carson-----	Present
Lorrinda Saxby-----	Present
Elizabeth Gates-----	Present
William Hunkler-----	Present
Marshall Piccin-----	Present
Suzanne Pollock-----	Absent
Pandora Neuhart-----	Present

There being a quorum, the meeting proceeded.

Attendance John Koucoumaris, Becki Kurtz, Marge Hawthorne, Tim Houston, Laura Doty, Sue White, Jane Evans, Jody Peeler, Michael Sterling, Judy Sandstead, Cathy Bennett, Doug Walsh, Brenda Lohri-Posey, Ailsa Vogelsang, Jennifer Redrup, Jennifer Schmitt and President Joseph Bukowski.

Introduction of Visitors Dr. Bukowski introduced the new Trustee member to be sworn in at the July Board of Trustees meeting: Cory DelGuzzo.

Dr. Kurtz introduced 3 guests who were included on the Consent Agenda: Doug Walsh, Ailsa Vogelsang, and Jennifer Redrup.

Approval to Consider the Amended Agenda Mrs. Gates asked that there be a motion to approve the agenda.

Mr. Piccin motioned, seconded by Mr. Carson, to accept the agenda.

All ayes; motion carried.

Approval of Minutes Mrs. Gates asked for a motion to approve the minutes.

Dr. Saxby motioned, seconded by Mr. Carson to approve the minutes of April 22, 2010 with one change: switch "Her and her team" to "She and her team" on first page under Introduction of Visitors.

All ayes; motion carried.

Approval
of Consent
Agenda

Human Resource Items

Position Modification –

Jane Black, Academic Advisor

The position description of the current position of Academic Advisor has been updated as a result of recent changes in responsibilities for Jane Black, who also served as the Coordinator of the North Center under a supplemental contract. Ms. Black's duties now include: managing the development, implementation, and maintenance of all transfer and articulation agreements; managing the College's Transfer Module/TAG's/CTAG process; creating and maintaining files on all transfer students to facilitate a smooth transition for the students; and other duties assigned in the area of Transfer and Articulation.

The position was recommended to be modified to the professional staff position of Transfer, Articulation, and Academic Advisor, at the Salary Grade Level of 9.

It was recommended that the Board approve modification of the position of Academic Advisor and Coordinator of North Center to the position of Transfer, Articulation, and Academic Advisor at the Salary Grade Level of 9.

Position Modification–

Edward O'Donnell, Transfer & Career Services Coordinator

The position description of Transfer and Career Services Coordinator has been updated as a result of recent changes in responsibilities for Edward O'Donnell, who has begun serving as primary advisor for the North Center. Mr. O'Donnell's duties no longer include responsibility for transfer, articulation, and career services. The primary responsibilities are to assist in admissions, financial aid, student orientation to the College, career advising, student retention, and crisis intervention referral.

The position was recommended to be modified to the professional staff position of Academic Advisor, at the Salary Grade Level of 9.

It was recommended that the Board approve modification of the position of Transfer and Career Services Coordinator to the position of Academic Advisor at the Salary Grade Level of 9.

New Position –

Director of Student Engagement, Leadership and Career Services

Approval was requested for the new position of Director of Student Engagement, Leadership and Career Services. This is an administrative staff position that will report directly to the Dean of Student Services.

The Director of Student Engagement, Leadership and Career Services will be responsible for overseeing and carrying out strategic plan documented objectives for all of the student development functions. This will include the planning, implementation and assessment of these functions, including, but not limited to,

student engagement (formerly student life) and student leadership programs. The Director will also have responsibility for career services programs and plans, and will perform academic advising duties as needed.

This management level position requires considerable ability to collaborate with Student Services personnel to accomplish departmental goals, and to provide strong leadership for student development initiatives.

The position of Director of Student Engagement, Leadership and Career Services is a Salary Grade Level 10 (\$32,731 minimum; \$41,460 midpoint; \$50,190 maximum).

It was recommended that the Board approve the position of Director of Student Engagement, Leadership and Career Services.

**New Position –
EMS/ Fire-Safety Coordinator**

Approval was requested for the new position of EMS/Fire-Safety Coordinator. This is a professional staff position that will report directly to the Dean of Workforce and Economic Development.

The EMS/Fire-Safety Coordinator will have responsibilities for both administration and instruction, and will assess, plan, implement, and evaluate both the EMS and Fire Safety curriculum and classroom instruction. Specific responsibilities include:

- Establish, monitor, recruit, and evaluate clinical sites
- Develop and revise the course syllabi
- Offer certification classes in BLS, ACLS, BTLS, PALS, and first aid education
- Participate in assessment of student learning and evaluate the effectiveness of the program in collaboration with other College personnel
- Develop syllabi for transfer module and transfer assurance guides
- Student advising, counseling, and consultation

The position requires a current thorough knowledge of EMS/Fire-Safety education, along with the ability to perform the associated clinical skills and build/develop curriculum.

The position of EMS/Fire-Safety Coordinator is a Salary Grade Level 9 (\$29,696 minimum; \$37,611 midpoint; \$45,526 maximum).

It was recommended that the Board approve the position of EMS/Fire-Safety Coordinator.

New Position –

Learning Commons User Services Coordinator

Approval was requested for the new position of Learning Commons User Services Coordinator. This is a professional staff position that will report directly to the Associate Dean of Learning, Information Services and Technology.

The Learning Commons User Services Coordinator will be responsible for collaborating with administrators and faculty in developing a model for identifying and developing methodologies and resources that foster user skills in independent learning, critical thinking, active learning and information literacy. The position will also be responsible for:

- coordinating electronic and print learning resources
- identifying and implementing emerging best practices in user services
- assisting with the implementation of resources and services consistent with OhioLINK's initiatives
- implementing adjunct faculty support initiatives as needed
- working closely with faculty and administrators to continuously enhance all aspects of user services
- assisting with e-learning initiatives and related faculty training

The position of Learning Commons User Services Coordinator is a Salary Grade Level 9 (\$29,696 minimum; \$37,611 midpoint; \$45,526 maximum).

It was recommended that the Board approve the position of Learning Commons User Services Coordinator.

Appointment –

Transfer, Articulation and Academic Advisor

It was recommended that Ms. Jane Black be appointed to the position of Transfer, Articulation, and Academic Advisor.

Ms. Black has been employed with the College since 2000, and most recently served as an Academic Advisor and Coordinator of the North Center. She has an earned Masters degree in School Counseling from the University of Dayton, and a Bachelors degree in English/Communications from the University of Steubenville.

The appointment will be effective immediately, at a salary of \$37,247.

It was recommended that the Board approve the employment of Ms. Jane Black in the position of Transfer, Articulation, and Academic Advisor, effective immediately, at an annual salary of \$37,247.

Appointment –

Academic Advisor

It was recommended that Mr. Edward O'Donnell be appointed to the position of Academic Advisor.

Mr. O'Donnell has been employed with the College since 1987, and has served in various capacities in the Student Services Department during that time. He has a Masters degree in Rehabilitation Counseling, and a Bachelors degree in Sociology, both from West Virginia University.

The appointment will be effective immediately, at a salary of \$43,414.

It was recommended that the Board approve the employment of Mr. Edward O'Donnell in the position of Academic Advisor, effective immediately, at an annual salary of \$43,414.

Appointment –

Director of Student Engagement, Leadership and Career Services

It was recommended that Ms. Jennifer Redrup be appointed to the position of Director of Student Engagement, Leadership and Career Services.

Ms. Redrup has been employed with the College since 2001, first as the EXCEL Coordinator, and currently as the EXCEL and Enrollment Management Coordinator. Her prior experience includes employment at Muskingum College and Western Michigan University. She holds an M.Ed. in College Student Personnel from Ohio University, B.S. in Psychology from The Ohio State University, and is currently working on a Doctoral degree at Ohio University.

The appointment will be effective July 1, 2010, at a salary of \$42,500.

It was recommended that the Board approve the employment of Ms. Jennifer Redrup in the position of Director of Student Engagement, Leadership and Career Services, effective July 1, 2010, at an annual salary of \$42,500.

Appointment –

EMS/ Fire-Safety Coordinator

It was recommended that Ms. Ailsa Vogelsang be appointed to the position of EMS/Fire-Safety Coordinator.

Ms. Vogelsang has a Bachelor of Technical and Applied Studies degree, and an Associate of Applied Science degree. Additionally, she has various certifications in areas related to the position. She has adjunct teaching experience with the College in the EMS program, and was employed as the Temporary EMS/Fire-Safety Coordinator since July 1, 2009. She has prior experience as a practicing health care professional including training of students and new hires, and management of personnel and equipment.

The appointment will be effective July 1, 2010, at a salary of \$37,500.

It was recommended that the Board approve the employment of Ms. Ailsa Vogelsang in the position of EMS/Fire-Safety Coordinator, effective July 1, 2010, at an annual salary of \$37,500.

Appointment –

Learning Commons User Services Coordinator

It was recommended that Mr. Doug Walsh be appointed to the position of Learning Commons User Services Coordinator.

Mr. Walsh has been employed in the Learning Commons for six years as a part-time Learning and Information Services Specialist, and for the past two years in a temporary full-time position of Learning and Information Services Librarian. He completed a Masters degree in Library Science from Florida State University, and also has a Bachelors degree in English. His knowledge of library user services, technology, and customer service are excellent.

The appointment will be effective July 1, 2010, at a salary of \$37,000.

It was recommended that the Board approve the employment of Mr. Doug Walsh in the position of Learning Commons User Services Coordinator, effective July 1, 2010, at an annual salary of \$37,000.

Authorization to Hire –

Human Resources Coordinator

The Board previously approved the position of Human Resources Coordinator. It was requested that the Board authorize the President to make the hiring decision for this position, with the Board ratifying the decision at a subsequent Board meeting.

It was recommended that the Board of Trustees authorize the President to make the hiring decision regarding the position of Human Resources Coordinator, with the decision to be ratified by the Board at a subsequent meeting.

Authorization to Hire –

Community Education and Professional Development

Program Coordinator

The position of Community Education & Professional Development Program Coordinator was recently vacated due to a resignation. It was requested that the Board authorize the President to make the hiring decision for this position, with the Board ratifying the decision at a subsequent Board meeting.

It was recommended that the Board of Trustees authorize the President to make the hiring decision regarding the position of Community Education &

Professional Development Program Coordinator, with the decision to be ratified by the Board at a subsequent meeting.

Ratification of Employment –

Math Faculty

At a previous Board meeting, the President was given authority to make the hiring decision for the position of Full-time Mathematics Faculty, with the Board to ratify the decision at a subsequent Board meeting.

Ms. Erin Susick has accepted the position and will begin on August 16, 2010. She has a Bachelor of Science degree in Mathematics, with a minor in Economics and Music. She will complete a Masters of Arts degree in Mathematics in Summer 2010. Ms. Susick demonstrates strong communication skills, and made an excellent presentation of a higher level math concept during her interview on campus. She has prior teaching experience at the University of Pittsburgh, and exhibits the skills needed to perform effectively in the classroom.

Reference checks for Ms. Susick were excellent. Her starting salary is \$32,500 for a nine-month teaching contract, at the rank of Assistant Professor.

It was recommended that the Board ratify the employment of Ms. Erin Susick in the position of Full-time Mathematics Faculty effective August 16, 2010 at an annual salary of \$32,500.

Board Items

1. Ratification of Operating Policies

A. Tuition Reimbursement Advanced Degree and Coursework

Belmont Technical College Tuition Reimbursement policy is to foster the accomplishment of the mission and supporting goals of the College by supporting employees in enhancing and promoting their knowledge and skills. The College will administer funding according to IRS 1098T (Qualified Tuition and Related Expenses) guidelines.

Policy Statement:

The College, in an effort to encourage eligible employees to continue and expand their value and capabilities for the College, provides reimbursement for advanced coursework and degrees.

Persons Affected:

Regular full-time employees of Belmont Technical College.

Definitions:

- 1. Accreditation** – Voluntary review and approval by an external agency to affirm that certain standards are met by the institution. Should the facility meet the accrediting agency's standards, the facility receives accredited status from the accrediting agency. Belmont Technical

College is accredited regionally by the Higher Learning Commission.

2. **Growth Achievement Plan (GAP)** – A plan for staff employees which identifies gaps in professional development and sets goals to foster professional growth. The Plan is completed during each staff employee's performance review.
3. **Individual Professional Development Plan** – A plan for an individual faculty member's professional growth, which may include funding for degree coursework, attendance at professional conferences or workshops, and other methods of development. The Plan is completed during each faculty member's performance review.
4. **Regular Full-Time Employee** – Any individual employed full-time by the College, excluding the following:
 - Individual appointed or hired for a temporary or interim term of employment on a full-time basis.
 - Individual acting as a volunteer.
5. **Term** - A "term" may be a quarter, semester, or other such period as defined by the institution in which the employee is enrolled.

Procedures:

Requirements – An employee may be approved for tuition reimbursement funds under the following conditions:

1. The individual has been employed on a regular full-time basis for a minimum of one year of continuous service, except in the case of an employment contract requirement to complete a degree or additional coursework.
2. The coursework or advanced degree eligible for tuition reimbursement funds is part of the employee's professional development plan/growth achievement plan, which indicates the educational activity to be undertaken and the specific value of that activity to the College.
3. The coursework is related to the individual's work assignment or to an approved expansion of that assignment.
4. The schedule of the coursework does not interfere with the employee's normal duties.
5. The plan of study is taken at an accredited institution.
6. Coursework is not taken on an audited basis.
7. The coursework does not exceed a maximum of two traditionally offered courses per term, except where special provisions have been made to accelerate the completion of certain course work or a degree as approved by the President. Some courses and/or programs are offered in a nontraditional format that does not allow employees to adhere to a two-

course-per-term maximum. This maximum may be waived if the President determines that the workload will not negatively impact the employee's work performance.

8. The coursework leads to a degree or certification, with the following exceptions: For faculty, individual courses not part of a degree program will be approved if they contribute either to obtaining 18 graduate credit hours within the discipline taught, the improvement of teaching, or an academic discipline deemed to be crucial by the Vice President of Learning and Student Success. For staff, individual courses not part of a degree program may be approved if they contribute either to the employee's Growth Achievement Plan, performance in the current position, or to a crucial or strategic College priority as approved by the President.
9. The Employee may be denied tuition reimbursement for an additional degree if the employee has already been funded for a degree under the tuition policy.

Application - On or about April 1 of each year, the Human Resources Office will issue a memo to all eligible employees advising them of the process to request tuition reimbursement funding for the following fiscal year, beginning July 1. All employee request forms will be due in the Human Resources Office no later than May 5th.

The request must include the following:

1. Completed Tuition Request Form 58, with all information completed, included cost of tuition for individual courses.
2. Copy of the employee's Individual Professional Development Plan or Growth Achievement Plan.
3. Signatures of employee, employee's supervisor, and Vice President, if applicable.

Amount of Reimbursement - Based on the tuition reimbursement requests received and approved, the Vice President of Administrative Affairs will determine, on an annual basis, the percentage of reimbursement that the College will pay, up to a maximum of 75% of the total tuition cost. This determination will be based on the amount budgeted for tuition reimbursement, the number of total applicants, and the total cost of their applications.

Reimbursement is for cost of tuition only, and does not include additional fees, textbooks, or any other related costs.

To Receive Reimbursement - A copy of the approved request will be returned to the employee, along with a memo indicating the approved amount of the reimbursement for the year.

Within 30 days of completion of the course(s), the employee must submit the following information to the Vice President of Administrative Affairs:

1. Details regarding payment for the course(s), (i.e. cost of tuition)
2. Proof of successful completion of an approved undergraduate or graduate course with a grade of "C" or better, or
3. A passing grade if on a pass/fail basis.

Repayment - Reimbursement funds will be disbursed to the employee as soon as possible after receipt of the information. Employment must continue through the end of the term for which the employee is enrolled in classes.

Employees who voluntarily terminate their employment within twelve months of receiving tuition reimbursement will be required to repay the amount to the College for the prior twelve months in full.

Internal Revenue Service - The taxability of the tuition reimbursement program is determined by Federal regulations and is subject to change. It is the responsibility of the employee to determine if their tuition benefit payments are taxable. Additional information on the taxability of this benefit can be found on the Internal Revenue Service website, www.irs.gov.

It was recommended that the Board of Trustees ratify the Tuition Reimbursement Advanced Degree and Coursework Policy as listed above.

B. Payment for Required Advanced Degree and Coursework

This policy is to provide financial support for certain employees who may be designated to enroll in advanced coursework or a degree program at the request of the College. Designation of those employees will be determined by the College's strategic priorities and certified by the President.

Policy Statement:

In order to accomplish the mission and support the goals of the College, payment for advanced degrees and coursework will be provided to designated employees.

Persons Affected:

Regular full-time employees of Belmont Technical College.

Definitions:

1. **Accreditation** – Voluntary review and approval by an external agency to affirm that certain standards are met by the institution. Should the facility meet the accrediting agency's standards, the facility receives accredited status from the accrediting agency. Example: Belmont Technical College is accredited by the Higher Learning Commission.
2. **Growth Achievement Plan (GAP)** – A plan for staff employees which

identifies gaps in professional development and sets goals to foster professional growth. The Plan is completed during each staff employee's performance review.

3. **Individual Professional Development Plan** – A plan for an individual faculty member's professional growth, which may include funding for degree coursework, attendance at professional conferences or workshops, and other methods of development. The Plan is completed during each faculty member's performance review.
4. **Regular Full-Time Employee** – Any individual employed full-time by the College, excluding the following:
 - Individual appointed or hired for a temporary or interim term of employment on a full-time basis.
 - Individual acting as a volunteer.
5. **Term** – A "term" may be a quarter, semester, or other such period as defined by the institution in which the employee is enrolled.

Procedures:

Requirements - An employee who has been designated to enroll in advanced coursework or a degree program under this policy may be approved for payment under the following conditions:

1. The individual has been employed on a regular full-time basis for a minimum of one year of continuous service, except in the case of an employment contract requirement to complete a degree or additional coursework.
2. The coursework or advanced degree eligible for payment is part of the employee's professional development plan/growth achievement plan, which indicates the educational activity to be undertaken and the specific value of that activity to the College.
3. The coursework is related to the individual's work assignment or to an approved expansion of that assignment, as determined by a written proposal submitted by the employee to the department head and Vice President.
4. The schedule of the coursework does not interfere with the employee's normal duties.
5. The plan of study is taken at an accredited institution.
6. Coursework is not taken on an audited basis.
7. The coursework does not exceed a maximum of two traditionally offered courses per term, except where special provisions have been made to accelerate the completion of certain course work or degree as approved

by President's Staff. Some courses and/or programs are offered in a nontraditional format that does not allow employees to adhere to a two-course-per-term maximum. This maximum may be waived if President's Staff determines that the workload will not negatively impact the employee's work performance.

8. The coursework leads to a degree or certification, with the following exceptions: For faculty, individual courses not part of a degree program will be approved if they contribute either to obtaining 18 graduate credit hours within the discipline taught, the improvement of teaching, or an academic discipline deemed to be crucial by the Vice President of Learning and Student Success. For staff, individual courses not part of a degree program may be approved if they contribute either to the employee's Growth Achievement Plan, performance in the current position, or to a crucial or strategic College priority as approved by President's Staff.

Written Agreement - In approved cases, the College may pay for the total cost (includes tuition, fees, books, etc.) of the advanced coursework or advanced degrees up-front in order to expedite the achievement of crucial skills and/or credentialing. A written agreement between the College and the individual will be executed spelling out the conditions of the arrangement and detailing the obligations of the employee and the College.

The agreement will consist of the following elements:

1. Cost estimate of reimbursement and/or advance payment.
2. Estimated completion date of coursework or degree.
3. Outline of individual courses.
4. Details regarding proof of completion of coursework and course grade.
 - a. Proof of successful completion of an approved undergraduate or graduate course with a grade of "C" or better, or
 - b. A passing grade if on a pass/fail basis.
5. Payment of funds to College: An employee who chooses to leave employment with the College within three years of completion of required competencies will reimburse the College on the following basis:
 - a. Resign with no additional service – owe 100% of funds received.
 - b. Resign with one year of service – owe 67% of funds received.
 - c. Resign with two years of service – owe 33% of funds received.
 - d. Resign with three years of service – no repayment required.

Internal Revenue Service - The taxability of the tuition reimbursement program is determined by Federal regulations and is subject to change. It is the responsibility of the employee to determine if their tuition benefit payments are taxable. Additional information on the taxability of this benefit can be found on the Internal Revenue Service website, www.irs.gov.

It was recommended that the Board of Trustees ratify the Payment for Required Advanced Degree and Coursework Policy as listed above.

*2. Resolution to Pursue Negotiations for
Purchase of Hab Center Property*

BELMONT TECHNICAL COLLEGE BOARD OF TRUSTEES



RESOLUTION 2010-03

**RESOLUTION TO PURSUE NEGOTIATIONS FOR
PURCHASE OF HAB CENTER PROPERTY**

WHEREAS, Belmont Technical College (BTC) desires to expand its facilities to accommodate higher education opportunities for additional students and provide dedicated space for academic programs; and

WHEREAS, the Hab Center property is adjacent to the Main Campus and is presently unoccupied; and

WHEREAS, the Hab Center building has sufficient space to accommodate college functions and academic departments; and

WHEREAS, the Hab Center property is owned by the Belmont County Commissioners; and

WHEREAS, the Belmont County Commissioners have directed the Belmont County Community Improvement Corporation to pursue negotiations with BTC for the sale of the property; and

WHEREAS, the administration believes the Hab Center property would be a positive addition to the facilities of BTC; and

WHEREAS, the President seeks permission from the Board of Trustees to enter into negotiations for the possible purchase of the Hab Center property;

THEREFORE BE It Resolved, that the Board of Trustees of Belmont Technical College hereby approves the request of the President to enter into negotiations between Belmont Technical College and the Belmont County Community Improvement Corporation for the possible purchase of the Hab Center property and directs the President to present a potential agreement to the Board of Trustees for consideration and possible approval.

Elizabeth Gates, Chair
Board of Trustees

Joseph E. Bukowski, President
Secretary to the Board of Trustees

Adopted

It was recommended that the Board approve the Resolution to Pursue Negotiations for Purchase of Hab Center Property.

3. Formation of Ad-Hoc Committee to Study Facilities Options

The College is currently evaluating a number of options with respect to facilities. It is imperative that the area of facilities management have broad representation from the board and administration. Thus, it is recommended that the Board of Trustees approve the recommendation of the formation of an ad-hoc committee to review and prioritize all facilities options for eventual consideration by the Board of Trustees.

It was recommended that the Board approve the formation of an ad-hoc committee to study facilities options.

Mr. Carson motioned, seconded by Dr. Saxby to approve the Consent Agenda.

All ayes; motion carried

President's Report

- **Audits** - FYI : updates on the two audits conducted at BTC that were mentioned to the Board of Trustees in April
 1. Civil Rights Audit – we are waiting on the final report and will report back to Board of Trustee members when received. A big thank you to the BTC staff that helped to pull this together. There was nothing but praise from the auditors.
 2. Board of Regents: Grant Procedures – will have a firm update at next month's Board of Trustee meeting.
- **Semester Conversion Announcement Event** – We had our kick-off event for semester conversion on May 18th. It was a huge success and the students were very receptive and asked a lot of questions.
- **Student Awards Banquet** – BTC held the First Annual Student Awards Banquet on May 20th recognizing students with two types of awards: Academic Excellence Awards as well as Student Services and

Leadership Awards.

- **Budget FY 2010/2011** – the budget for the fiscal year 2010/2011 will be presented at the June 24th Board of Trustees meeting.

**Monitoring
Activities**

**Financial
Report**

April 2010 Financial Report

APRIL FINANCIAL REPORTS:

The cash position of the College as of April 30, 2010 is as follows:

Checking Account	\$ 727,045.76
Certificates of Deposit	\$ 12,800,792.25
Savings	\$ 720,286.43
Total Temporary Investments	\$ 13,521,078.68
Total Cash and Temporary Investments	\$ 14,248,124.44

The Budget Report shows the following:

	<u>This Year % Recorded</u>	<u>% Year Completed</u>
Budgeted Revenues	83.3%	102.4%
Budgeted Expenditures	83.3%	79.6%

1. The Unexpended Plant Fund Report is in the amount of \$ 2,548,396.38.
2. The Repair and Replacement Fund Report (Plant Fund) is in the amount of \$ 61,953.43.
3. The Board Appropriated Fund Report is in the amount of \$ 1,773,801.19.
4. The Start up Fund is in the amount of \$ 226,170.93.

It was recommended that the Board accept the financial reports for April 2010 as presented.

Mr. Piccin motioned, seconded by Mr. Hunkler to accept the April Financial Reports.

All ayes; motion carried.

Three-Month Financial Report from BTC Foundation

The most recent three-month financial report for the Belmont Technical College Foundation is attached for review by the Board of Trustees.

It was recommended that the Board of Trustees accept the three-month financial report for the Belmont Technical College Foundation.

Sec IV:
Ends
Policies

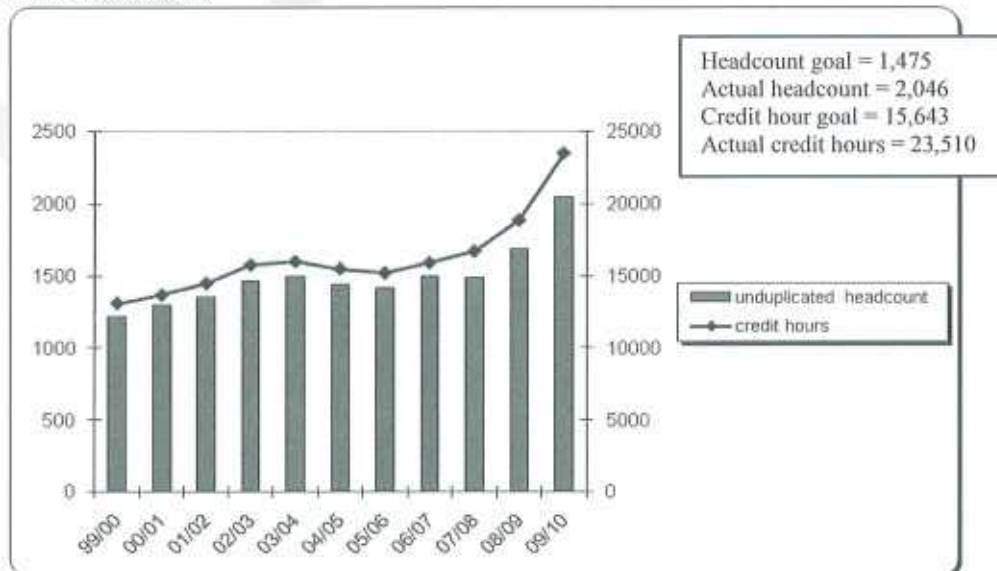
Board
Rule:
400.0000.00-
Access to
Higher
Education

Quarterly Enrollment Statistics

Increasing access to higher education for residents of Belmont, Harrison, and Monroe counties continues to be a strategic objective for Belmont Technical. Belmont's recent partnership with GMN Tri-County Community Action Committee (GMN) expands educational opportunities for residents of Monroe County and contributes to Belmont's commitment to provide educational services to residents of southeastern Ohio. Quarterly enrollment statistics serve as a key indicator of success in the achievement of this goal. Enrollment monitoring for the 2009/2010 academic year has been completed for summer, fall, and winter quarters. This report presents spring quarter enrollment statistics. Chart 1, *Spring quarter 2000/2001 through 2009/2010, unduplicated headcount and credit hours* provides a visual account of the headcount and credit hour data for spring quarters over a ten-year period. Table 1, *Spring Quarter unduplicated headcount and credit hours, 2000/2001 through 2009/2010*, provides data in a tabular format for the same ten-year time period. The data in the first chart and table compare Spring 2009/2010 enrollment against goals for headcount and credit hours.

Data

Chart 1, *Spring quarter 2000/2001 through 2009/2010, unduplicated headcount and credit hours*



The projected goal for headcount during Spring Quarter 2010 was set at 1,475 students. During this quarter, 2,046 students are enrolled in classes. This represents an increase of 571 students above the goal and exceeds the headcount goal by 38.7 percent. The credit hours goal for Spring Quarter 2010 was established at 15,643 credit hours. Students this quarter are actually enrolled for 23,510 credit hours. This number exceeds the goal by 7,867 credit hours and represents a 50.3 percent increase over goal in credit hours of enrollment.

Table 1, *Spring Quarter unduplicated headcount and credit hours, 2000/2001 through 2009/2010*

Academic Year	Headcount	Credit Hours
99/00	1,218	13,088.50
00/01	1,297	13,662.00
01/02	1,356	14,464.50
02/03	1,468	15,750.00
03/04	1,493	15,981.00
04/05	1,441	15,467.50
05/06	1,415	15,183.50
06/07	1,495	15,883.50
07/08	1,490	16,699.50
08/09	1,689	18,858.00
09/10	2,046	23,510.00

The first table that details headcount and credit hour trends for spring quarters over the last ten years reveals that 357 more students attending Belmont during the spring quarter 2010 than attended in the same academic quarter in 2009. This represents an increase of 21 percent in headcount. During spring quarter 2010, students are enrolled for 4,652 credit hours more than in 2009. This is a 26.7 percent increase in credit hours of enrollment. The average number of credit hours per student is 11.49 in 2010 and was 11.17 in 2009. On average more students are enrolled for a slightly higher average number of credit hours in 2010 than were enrolled in 2009.

The second table, *Student demographic characteristics spring 2010*, breaks out the college's Spring Quarter 2010 enrollment by students' age, gender, and county of residence. Those counties where 5 percent or higher of Belmont's students reside are shown in the table.

Table 2, Student demographic characteristics spring 2010

Age	Number	Percent
17 & under	19	0.9%
18-24	945	46.2%
25-39	735	35.9%
40-59	330	16.1%
60+	15	0.7%
Gender		
Female	1,282	62.7%
Male	764	37.3%
County of Residence		
Belmont	1073	52%
Guernsey	144	7%
Harrison	227	11%
Jefferson	132	6%
Monroe	153	7%
Ohio (WV)	120	6%
Marshall (WV)	93	5%

Demographic characteristics of students for Spring 2010 reveal that 52.7 percent of Belmont's student population is over the age of 25 years, 62.7 percent of the population is female and 70 percent of the students indicate they live in Belmont, Harrison, or Monroe counties. These statistics suggest that Belmont is contributing to the State of Ohio's strategic objectives to serve a greater number of students over the age of 25 and to serve students within 30 miles of their homes.¹

Analysis

Belmont's increases in enrollment demonstrate a positive trend that aligns with strategic plans for the State of Ohio as well as the College mission and vision. The increase in enrollment for Spring quarter results in part from efforts made throughout the college. The First-Year Experience implemented a new advising structure that supports student success for new and continuing students. Affordability of tuition, convenient class locations, and a wider selection of Friday and Saturday classes contribute to providing greater access for students. In addition, enrollment is expected to continue to grow in programs such as the Associate of Applied Science Degree in Cyber Security and Computer Forensics – programs designed to meet the needs of students in today's job market.

In addition to attracting new students to Belmont, it is important to look at retention numbers for the College. At the same time headcount representing all enrolled students increased by 21 percent, retention of the first-time, full-time, degree seeking cohort from fall quarter 2009. The *Fall Quarter to Spring*

¹ The Third Report on the Condition of Higher Education in Ohio, *Meeting the State's Current and Future Needs through a "Student-Centered" University System of Ohio*, 2010 retrieved from <http://www.uso.edu/downloads/reports/ConditionReport-3.pdf>. This report details the Governor's plan to provide "services targeted to underserved populations, including adults" and to create "affordable pathways for students" (p. 8). Creating affordable pathways for Ohio residents to attend community college for two years and earn bachelor's degrees is referred to as the "30-Mile Promise."

Quarter Retention chart shows the decline from 74.58 percent in 2008/2009 to 71.28 percent in 2009/2010.

Chart 2, *Fall Quarter to Spring Quarter Retention*

	Year	BTC FALL COHORT*	BTC FALL TO SPRING RETENTION %
Belmont Technical College	Fall 06/07 to Spring 06/07	209	63.15%
	Fall 07/08 to Spring 07/08	196	69.27%
	Fall 08/09 to Spring 08/09	240	74.58%
	Fall 09/10 to Spring 09/10	376	71.28%

*Fall Cohort is defined as First Time, Full Time, Degree Seeking students in Summer & Fall quarters

The First-Year Experience program emphasizes enrollment of new students and also retention of students. The demographic data describing Belmont's student population for spring quarter in this report do not describe the population of students who have left the college since fall quarter. Closer examination of data that are specific to the fall cohort shows that of the 376 first-time, full-time degree seeking students in the fall, 269 returned for spring quarter. The 107 who did not return are a concern to the College and can be informative for devising and implementing strategies to increase retention.

Records for the 107 non-returning students indicated that 74 of these students, 69 percent, were not making satisfactory academic progress. Of the 107 students, 11 were Trustees Scholars who lost their scholarship for academic reasons. Twenty-nine of the non-returning students (27 percent) were not receiving financial aid. The subset of non-returning students who were not receiving financial aid (n=29) included 17 students who had a GPA higher than a 3.0. The non-returning students who appear to have left the college for non-academic reasons make up 4.5 percent of the original fall cohort. Had these students been retained, the retention rate for Spring 2010 would have been higher than in 2009. Delving into the Student Success Plans for these non-returning students may help Student Services and academic advisors develop ways to intervene and retain students who are initially successful and then leave the College before they have attained their educational goals.

Conclusions/Recommendations

Staff members in Student Services have identified that many factors contribute to students' success in attaining their educational goals. Reasons for leaving college before obtaining a degree can be related to new jobs, transfers to other institutions, a lack of financial resources, family problems, personal problems, and, or moving out of the area. Strategies are planned to address these and other issues. A fuller implementation of the Case Management Advising system will help with tracking students and intervening to provide resources to help students stay in college. The advising process will provide more contacts between students and student services' advisors, and students and faculty

advisors as well. The First Year Experience program emphasizes both student success and retention and will be more fully implemented for students entering college during the 2010/2011 academic year. In addition, the student learning and success course, PSY 104, is being restructured so that it will be tied more directly to the experiences of Belmont students.

Board
Rule:
400.0300.00-
Articulation
and
Transfer

Articulation and Transfer: Transfer Amounts and Rates

Belmont Technical College supports the University System of Ohio's (USO) transfer and articulation system by providing students with opportunities to earn transfer degrees and transfer credits and by accepting transfer credits from students who transfer into the College. The goal of the USO's articulation and transfer system is to ensure that students can transfer coursework from one institution to another without having to duplicate that coursework. Transfer degrees and articulation agreements between institutions facilitate the transfer process for students. The Associate of Arts and Associate of Science Degrees have been designed to allow students to complete the first two years of a Bachelor's degree at Belmont and then to transfer to a four-year institution. In addition, students completing degrees other than these *transfer degrees* also are encouraged to continue with their educations and to pursue four-year degrees.

The College helps students prepare for transfer by making them aware of articulation agreements, general equivalency guides, and memorandums of understanding between Belmont and other higher education institutions. The College currently has 14 articulation agreements, 13 general equivalency guides, and two Memorandums of Understanding (MOU) with higher education institutions in Ohio, Indiana, and West Virginia. In addition, the College has ten MOUs with secondary institutions for Dual Enrollment, 12 Tech Prep agreements with secondary institutions, and one MOU for adult education with the Belmont-Harrison Career Center. The Transfer and Articulation Coordinator at Belmont encourages Ohio's four-year institutions to visit Belmont, invites campus representatives to interact with Belmont students, and provides information about transfer programs available to Belmont students.

The USO tracks transfers within Ohio through the Higher Education Information (HEI) system. Tracking transfers at the individual student level within the State is not available from the HEI system at this time. At some future point in time, these data may become available to institutions. In the meantime, Belmont is making an effort to learn about students' plans to transfer, which students transfer to other institutions, and how successful students are at their transfer institution through informal self-reports from students and other institutions. This monitoring report brings together data from the records office in the Student Services department at Belmont, the graduation survey, and the Student Tracker, a subscription resource of the National Student Clearinghouse (NSC).

Data

Belmont graduates and current and former students who are considering transferring to another institution or applying for a job may request official copies of their transcripts from the records office. (Students can print unofficial copies of transcripts through the student information system; however these

transcripts are *unofficial* and are labeled as such.) When students transfer to other institutions, they are normally required to provide an official transcript in order to have their completed coursework considered for transfer credit. The records office has been tracking the number of requests for official transcripts. The records office asks students how they plan to use the transcript and documents the name of the institution the students give at the time of the request.

The first table, *Student transcript requests, 2009*, summarizes requests to the records office for official transcripts. The data in this chart are organized by the degree status of the requester; students with 15 or more credit hours are in the first column, and degree and certificate recipients are reported in the second column. Requests are categorized by institutions where students reported they would be sending the official transcript. The total number of transcripts is shown by institutions to which students reported they would be sending the transcript. Institutions for which fewer than 15 requests were reported are summarized and reported as "Other institutions – fewer than 15 requests." Students may have requested more than one transcript. Thus, values in the chart reflect the number of requests, and not the number of students making requests.

Table 1, *Student transcript requests, 2009*

Intended institution for transcript	Requests from students with 15+ credit hours	Requests from Graduates
Given to student - institution not specified	464	373
West Virginia Northern CC	58	29
Ohio University Eastern Campus	26	41
Youngstown State University	25	2
West Liberty University	24	14
Wheeling Jesuit University	20	23
University of Phoenix	0	19
Ohio University Athens	0	19
Barnsville High school	18	0
Franklin University	17	28
Ohio University Zanesville Campus	15	11
Other institutions - fewer than 15 requests	223	106
Total in category	890	665

Another source of data about where Belmont students intend to continue their education comes from the post-graduation survey that is administered following graduation. On March 29, 2010, students who completed certificates and degrees in September 2009 were surveyed about job placements and continuing education plans. The survey was sent to 81 graduates. Responses to the survey were received from 25 graduates (31 percent) by May 5, 2010. Table 2, *September 2009 graduates' continuing education plans*, summarizes the data that was gathered by staff members in Student Services.

The data in this table show that of the 25 graduates who responded to the survey, 19 reported they intended to continue their education. There were 11 students reporting that they intended to pursue a Bachelor's degree. The institutions where these graduates planned to enroll are listed in order by